**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: *The Secret Garden by: Frances Hodgson Burnett*  TIME FRAME: 3 Weeks TEACHER: J. Lashley

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Students will discover how attitudes affect all areas of life. Students will become aware of how plants and people must be nurtured to thrive. Students will understand and appreciate key literary terms and ideas.  (download complete lesson plans from 2003Colorado Summer Writing Institute) | | | | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  x Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  x Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.  x Students will develop an understanding of other perspectives and cultures. | | | | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide overall structure of a particular story, drama, or poem.  **RFS5.4** Read with sufficient accuracy and fluency to support comprehension.  **RFS5.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Vocabulary Week 1  contrary  moor  corridor  musty  sour expression  nanny  frail  stern  befriended  imagery  metaphor  simile  symbol  personification | | | |  | | --- | | **Writing** |   **W5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W5.2d** Use precise language and domain specific vocabulary to inform about or explain the topic.  Vocabulary Week 2  dreary  footmen  crumpets  bellowed  arthritis  guardian  solemnly  fretfully  intrusion  matted  alcoves  imagery  metaphor  simile  symbol  personification | | |  | | --- | | **Speaking and Listening** | |  |   **SL5.1c** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 5 topics, and texts, building on others’ ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Vocabulary Week 3  Curtsy  charm  gaping  porridge  satiny  waistcoat  displeased  ushered  nanny  flatly  cholera  imagery  metaphor  simile  symbol  personification | | |  | | --- | | **Language** |   **L5.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How can your attitude affect different areas of your life? | | | | Students will discover how attitudes affect all areas of life. | | |
| How can a garden be a secret? | | | | What are the pros and cons of keeping a secret? | | |
| Why do people and animals need nurturing? | | | | Students will become aware of how plants and people must be nurtured to thrive. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | |
| **Reading Tasks**  The Secret Garden by: Frances Hodgson Burnett  **Week 1 Chapters 1-9**  **Week 2 Chapters 10-18**  **Week 3 Chapters 19-27** | **Writing Tasks**  A secret, freely write about a secret you had. Why was it a secret? How long did you have to keep it a secret? How did your secret come out? Who did you share it with? Was the secret something good or something not to good?  Have students write a three paragraph essay comparing and contrasting either the  book and the movie, or Mary and Colin, or Colin and Dickon. | | | **Discussion Tasks**  Read aloud- teacher read a couple of paragraphs each day at the beginning of each lesson. | | **Language/Vocabulary Tasks**  Literal and figurative language.  Through the story have students look/listen for:    Imagery  metaphor and simile  symbol  personification |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | |
| **DIAGNOSTIC** | | | **FORMATIVE** | | **SUMMATIVE** | |
| **Assess prior knowledge** | | | **Teacher made quiz**  **Student made quizzes** | | **Teacher made test from teacher and student quizzes** | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study: | | | | | | |
| **Cross-Curricular Activities**  **Social Studies**-Students will be able to correctly identify India and England on a map and draw Mary’s journey route. Have students compare and contrast various elements of India and England including climate, culture, and food.  Make a Venn diagram on the board to compare and contrast India and England. Have students share what they know to help fill in the diagram. (Suggestions:  compare and contrast food, climates, religions, languages, fashion, governments, holidays, music. There are many subjects you could cover.) Ask them what they think it would be like to lose both their parents and be sent to another country to live with relatives they have never met. Ask how they think Mary would feel. | | | | | | |